



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Grove Park Elementary School

1643 MILLER ST

Orange Park, FL 32073

904-278-2010

<http://www.clay.k12.fl.us/gpe/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 76%
Alternative/ESE Center No	Charter School No	Minority Rate 71%

School Grades History

2013-14 C	2012-13 C	2011-12 D	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Grove Park Elementary School

Principal

Linda Pratt

School Advisory Council chair

Easter Brown

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Linda Pratt	Principal
Marcia Mainer	Asst. Principal
Megan Randolph	Reading Coach
Lindsey Johnson	Math Coach
Pam Jordan	Writing Coach
Easter Brown	SAC Chair
Carolyn Ayers	SAC Co-Chair/Fifth Grade Team Leader
KC Charlambous	Pre-K Team Leader
Tammy White	Kindergarten Team Leader
Jennifer Godwin	First Grade Team Leader
Carey Hillegas	Second Grade Team Leader
Debra Cooper	Third Grade Team Leader
Kelly Kenny	Fourth Grade Team Leader
Batul Fatima	Sixth Grade Team Leader
Holly Parnaby	Guidance Counselor

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Easter Brown - SAC Chair
 Carolyn Ayers - SAC Co-Chair
 Linda Pratt - Principal
 Marcia Mainer - Asst. Principal
 Megan Randolph - Reading Coach
 Stan Harris - Title One Teacher
 Angela Diamond - Teacher
 Batul Fatima - Teacher
 Bishop Newman - Community Leader
 Officer Thigpen - Community Leader

Involvement of the SAC in the development of the SIP

Grove Park Elementary's SAC members consists of a variety stakeholders including teachers, parents and community leaders. The SAC members work together to identify and problem solve challenges the school and community encounters.. Through a community-wide commitment, the SAC will foster a positive learning environment and set high expectations to meet the diverse needs of the student body.

Activities of the SAC for the upcoming school year

The SAC will collaborate on identifying areas of need, providing plans of action and plan implementation and monitoring via the school's school improvement plan

Projected use of school improvement funds, including the amount allocated to each project

SAC funds will be used to support the action plans and initiatives as decided by SAC members based on the school improvement plan.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Linda Pratt

Principal

Years as Administrator: 5

Years at Current School: 2

Credentials

BA in Elementary Education at Michigan State University;
 MA in Special Education at the University of Michigan;
 MA in Administration and Supervision at the University of
 Phoenix;
 Certification in Education Leadership with the State of Florida

Performance Record

In the school year of 2011-2012 at Grove Park Elementary as school principal, 46% of students made high standards in Reading; 35% of students made high standard in Math; 38% of students made high standards in Writing; 18% of students made high standards in Science; 72% of students made learning gains in Reading; 62% of students made learning gains in Math.

As Assistant Principal at Lakeside Junior High in the 2008-2011 school year, the school made an A grade for the 2011-2012 school year; Reading mastery was 79%; Science mastery of 64%; Writing mastery of 94%; AYP 92%, SWD did not make AYP in reading, ED did not make AYP in reading and math.

In 2009, the school received a grade A, Reading mastery of 82%, Math mastery was 84%, Science mastery was 59%, Writing mastery was 95%, AYP: 95%, SWD did not make AYP in reading or math.

As Assistant Principal at McRae Elementary in the 2007-2008 school year, the school received a grade A, Reading mastery was 86%, Math mastery was 75%, Science mastery was 62%, Writing mastery was 96%, AYP: 97%, SWD did not make AYP in math,

Dimitra Mainer

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

BS in Elementary Education from Florida State University
 Masters in Educational Leadership from Nova Southeastern
 University
 Certification in Education Leadership with the State of Florida
 K-6 Subject Matter Certification
 ESOL Endorsed

Performance Record

S.T.E.M. Resource Teacher 2012-2013
 2012-2013: Grade: B; Reading Mastery 58%; Math Mastery 57%;
 Science Mastery 52%; Writing Mastery 39%

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Megan Randolph**

Full-time / District-based

Years as Coach: 4

Years at Current School: 4

Areas

Reading/Literacy

Credentials

B.A. Elementary Ed
 M.Ed. Elementary Ed
 Reading Endorsed

Performance Record

2012-2013
 2011-2012
 2009-2010
 Prior School Grade B: AYP: No FCAT Mastery: 95% of students scored a level 3 or higher on FCAT 2009 at Wilkinson Elementary at M. Randolph's prior school.

Pamela Jordan

Full-time / District-based

Years as Coach: 1

Years at Current School:

Areas

Other

Credentials

B.A. from University of North Florida
 Certification in Elementary Ed. K-6 and ESE. ESOL endorsement
 Writing training in the following methods:
 -Melissa Forney
 -Kathryn Robinson
 -Write From the Beginning
 -Being A Writer
 Other training:
 -Common Core
 -Kagan Strategies

Performance Record

Ms. Jordan taught fourth grade for 5 years. For four of those years, she taught writing as a subject area. She incorporated strategies from each of the above-mentioned trainings. During each of those years, her students made gains in writing as evidenced by her IPDPs. Specifically, during the 2011-2012 school year, of the 33 students who scored below level 3 on the first (baseline) Clay Writes, 61% had improved by one level on the second Clay Writes.

Lindsay Johnson

Full-time / District-based

Years as Coach: 2

Years at Current School: 1

Areas

Mathematics

Credentials

B.S. Elementary K-6

Performance Record

2012-2013

2011-2012 Prior school Duval Charter School at Baymeadows
School Grade: A AYP: Yes**Classroom Teachers****# of classroom teachers**

44

receiving effective rating or higher

44, 100%

Highly Qualified Teachers

100%

certified in-field

44, 100%

ESOL endorsed

19, 43%

reading endorsed

6, 14%

with advanced degrees

10, 23%

National Board Certified

0, 0%

first-year teachers

5, 11%

with 1-5 years of experience

16, 36%

with 6-14 years of experience

10, 23%

with 15 or more years of experience

13, 30%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Linda Pratt, Grove Park's principal, is committed to recruiting and retaining highly qualified teachers. Grove Park offers an intimate and nurturing environment for teachers. Through extrinsic and intrinsic motivation, Mrs. Pratt aims to recruit and retain highly qualified teachers who are compassionate about its students. Teacher Mentoring, Professional Development, Professional Learning Communities and fellowship activities are offered to assist new teachers while they are adjusting to Clay County and the local teaching environment. Interviews are structured to identify team players, candidates who desire to make a positive impact at Grove Park, and candidates who are knowledgeable on the Common Core Curriculum. Professional development opportunities are offered across the curriculum both locally and through district events for staff members and these professional development opportunities are designed to inform instruction and evaluate knowledge, skills, performance, and dispositions needed to be successful in 21st century education and successfully cater to the community our school serves.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Grove Park supports the continued improvement of new teachers. The purpose of Teacher Mentoring is to connect the new teachers with a veteran or highly effective teacher upon whom the new teacher can rely on for assistance and guidance. During this mentoring period, ongoing collaboration will facilitate the growth of the new teacher toward the highest levels of professional practice during his/her first years of teaching or transition. The mentoring program provides a partnership for teachers new to the field of education, new to the district, or new to a specific grade level. Each mentoring plan is specific to the new teacher's needs therefore the mentoring timeframe or concentration may vary.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The teachers and MTSS/RtI leaders meet monthly to discuss the problem solving process for interventions. The MTSS/RtI leaders guide and inform teachers of process updates and updates in the navigation of the web-based platform. All teachers receive the same instruction to ensure a unified

process. Teachers and leaders discuss small group interventions and the status of student progress as well as data points and whole class performance.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administrators, Rtl leaders and teachers will work to support an infrastructure that allows for a three-tiered model of delivery and supervise the implementation of the MTSS/Rtl framework including data review, needs assessments (i.e. staff training, resources, etc.) and monitoring of the annual plan. The MTSS/Rtl team will meet to discuss evidenced-based student interventions, data collection, graphing and assessment. The team will meet monthly to cover topics related to ESE, IEP and 504 evaluations and eligibility, IEP reviews/updates, and intervention methods.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

MTSS/Rtl leaders will meet with the principal and assistant principal providing updates and data received from the grade-level meetings with the teachers. Grade-level data meetings are also held monthly and administrators will attend these meeting to monitor the progress of the process and student achievement.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

MTSS/Rtl data is entered and maintained in the Performance Matters system. Teachers and leaders monitor data sheets to evaluate effective delivery of the core curriculum and identify students needing Tier 2 and Tier 3 interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

MTSS/Rtl leaders receive district training on new processes and updates. The MTSS/Rtl leaders bring the knowledge back to the school and train the teachers. In addition, parent conferences are held with each student receiving Tier 2 and Tier 3 interventions. Parents are informed of the process and included in the intervention and problem solving process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,200

Fall Tutoring

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by the assigned tutoring teachers. Students are assessed at the beginning and end of the tutoring.

Who is responsible for monitoring implementation of this strategy?

Linda Pratt and Marcia Mainer

Strategy: Extended Day for All Students

Minutes added to school year: 1,200

Spring Tutoring

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by the assigned tutoring teachers. Students are assessed at the beginning and end of the tutoring.

Who is responsible for monitoring implementation of this strategy?

Linda Pratt and Marcia Mainer

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Megan Randolph	Reading Coach
Linda Pratt	Principal
Dimitra Mainer	Assistant Principal

How the school-based LLT functions

The LLT focuses on increasing reading scores through literacy strategies and activities for students at Grove Park Elementary. The LLT meets quarterly to review and discuss the school's progress toward the

5% annual increase in reading scores for the 2013-2014 school year. The LLT uses reading data to analyze and make data driven decisions to improve instruction and develop students' skills in reading.

Major initiatives of the LLT

This year the LLT is focusing on increasing student access to non-fiction texts in the school library as well as classroom libraries. These libraries will be used to strengthen students' non-fiction reading skills needed to be successful in mastery of Common Core Standards. This initiative also addresses the CCSS Shift #1 of balancing informational and literary texts.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Grove Park teachers contribute to reading through reading strategies and the supplemental Comprehension Tool Kit program. The Comprehension Tool Kit focusing on the following 6 strategies.

1. Monitor Comprehension: encourages readers to think about their thinking as they respond to the words, pictures, and ideas in a text.
2. Activate & Connect: teaches young readers how to build knowledge and understanding by connecting the new to the known.
3. Ask Questions: shows children how to use questions to expand their thinking and discover new information.
4. Infer & Visualize: prompts young readers to create pictures in their minds and to merge their background knowledge with text clues to draw inferences.
5. Determine Importance: helps children identify, organize, and share the important ideas and information in a text.
6. Summarize & Synthesize: guides readers to see the bigger picture, pull together their thinking, and share their learning about the world.

In addition, teacher teams collaborate to discuss and problem solve the progress of improving student reading skills.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Based on FLKRS screening, siblings of developmentally delayed students qualify for Title 1 assisted preschool.

At the beginning of school, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. The FLKRS assessment is assessed during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships.

Another assessment students are given throughout the school year is the FAIR Assessment which assesses the reading readiness of students. Students with low reading readiness are given supplemental intensive reading instruction using direct instruction pedagogy.

End of the year articulation meetings are held for the upcoming school year. Pre-kindergarten and kindergarten teachers collaborate on assigning and assessing students based on their academic and developmental needs. The articulation meeting assists kindergarten teachers in ensuring each child successfully transitions to our elementary school program.

Parents and students have the opportunity to attend a Kindergarten Readiness and Kindergarten Orientation workshop. Both workshops begin prior to the start of school to help ensure a smooth

transition for students. When registering their children, parents are given information on the Kindergarten Readiness workshop and during this workshop parents are provided a copy of the grade level expectations, Common Core Kindergarten Standards and initial kindergarten readiness skills to work on at home. During both workshops, students and parents have the opportunity to visit the classroom and meet the teacher. Teachers and parents work together to accommodate and assist students during the transition period.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

With the Common Core Curriculum Initiative, the skills and knowledge students need to be career and college ready are visible in the standards and the standards are interlinked from grades K to 12. With this being said, students and teachers are aware of the importance of the skills taught at the elementary level and how in each grade those skills are expounded upon each year to support 21st Century learners.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Grove Park holds weekly College/Career Share Session in which teachers speak to sixth grade students about the importance of college and the benefits of attaining a higher education. Students have the opportunity to ask the teachers questions about their college experience. This session is geared at sparking the idea of college as an option available to each and every student.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	48%	No	57%
American Indian				
Asian	49%		No	54%
Black/African American	42%	30%	No	48%
Hispanic	49%	49%	Yes	54%
White	66%	61%	No	69%
English language learners	17%	21%	Yes	25%
Students with disabilities	48%	42%	No	54%
Economically disadvantaged	48%	44%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	24%	29%
Students scoring at or above Achievement Level 4	56	25%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	41	28%	33%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		7%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		5%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		5%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		5%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	17	28%	33%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	46%	No	54%
American Indian				
Asian	53%		No	58%
Black/African American	38%	28%	No	45%
Hispanic	44%	51%	No	50%
White	60%	55%	No	64%
English language learners	20%	43%	No	28%
Students with disabilities	43%	33%	No	48%
Economically disadvantaged	45%	42%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	26%	31%
Students scoring at or above Achievement Level 4	48	21%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	43	30%	35%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		27%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	44%	49%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	125	27%	32%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	11	2%	2%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	52	10%	8%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Grove Park Elementary is committed to fostering healthy partnerships with parents. We are aware of the importance of fostering strong relationships with our parents to ultimately increase student success, both academically and socially.

Meet and Greet

Kindergarten Parent Orientation

Parent Roundtable

Lunch and Learn

Open House

Math Night

Science Night

Performance Night

Grandparents Day

Multi-Cultural Thanksgiving Feast

Annual Title One Meeting

Muffins for Mom

Doughnuts for Dad

Science Fair

Trunk or Treat

Kindergarten Graduation

Pre-Kindergarten Graduation

Kindergarten Readiness Parent Workshop

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Orientation	202	40%	42%
Kindergarten Parent Orientation	21	32%	34%
3 & 6 Grade Teacher Talk Time	2	2%	4%
K-6 Math Lunch and Learn	6	1%	3%
Community Open House	8	1%	3%
Family Math Night	206	41%	46%
Star Spangled Spectacular	25	5%	7%
5-6 Math Lunch Learn	4	2%	4%
Muffins for Mom	34	7%	9%
Doughnuts for Dad	33	6%	8%
ESOL Lunch and Learn	3	7%	9%
Kindergarten Graduation	48	64%	66%
Pre-Kindergarten Earth Day Picnic	11	45%	47%
Kindergarten Readiness Parent Workshop	2	2%	5%
K-2 Teacher Talk Time	4	1%	3%

Goals Summary

- G1.** Student Engagement; increase student engagement in all content areas.
- G2.** Writing across the curriculum in all content areas.
- G3.** Strengthen and Enrich Professional Development

Goals Detail

G1. Student Engagement; increase student engagement in all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Cooperative learning structures (Kagan)
- Comprehension Tool Kit Training

Targeted Barriers to Achieving the Goal

- Lack of knowledge on cooperative learning structures

Plan to Monitor Progress Toward the Goal

A variety of assessments will be used to measure student engagement in classrooms including collection of lesson plans on a monthly basis for evidence of cooperative learning structures, and review of PD 360 reports with classroom observations on student engagement.

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Lesson plans; PD 360 reports; staff evaluations

G2. Writing across the curriculum in all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Being A Writing
- Non-Fiction Classroom Library
- Train the Trainer on Being Writer
- Comprehension Toolkit
- Writing Resource

Targeted Barriers to Achieving the Goal

- Lack of teacher training on writing strategies
- Not enough writing in all content areas

Plan to Monitor Progress Toward the Goal

A variety of assessments will be used to measure writing across the curriculum in all content areas including collection of lesson plans, review of PD 360 reports and evaluations, and FCAT 2.0 Writing scores.

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Lesson plans, PD 360 reports, staff evaluations and FCAT reporting

G3. Strengthen and Enrich Professional Development

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Norms

Targeted Barriers to Achieving the Goal

- Lack of productive communication

Plan to Monitor Progress Toward the Goal

Review of meeting notes/minutes of collaboration/feedback and video logs

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule:

September 2013 - May 2014

Evidence of Completion:

Meeting notes/minutes of collaboration/feedback and video logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student Engagement; increase student engagement in all content areas.

G1.B1 Lack of knowledge on cooperative learning structures

G1.B1.S1 Provide training on how to implement cooperative learning structures

Action Step 1

Comprehension Tool Kit Training

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Classroom walk-throughs PD 360 Observations Lesson plans

Facilitator:

Dr. Emily Weiskopf and Megan Randolph

Participants:

15 GPE Teachers: Karla Berridge, Reginald Booker, Easter Brown, Pebbles Capes, Debra-Ann Cooper, June Geisler, Jennifer Godwin, Kelly Kenny, Aimee Megill, Cindy Merrillees, Andrea Ortega, Opal Phelps, Kelly Placilla, Megan Randolph and Tammy White.

Action Step 2

Kagan Structures for Cooperative Learning

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Classroom walk-throughs PD 360 Observations

Facilitator:

TBD

Participants:

10 teachers per school

Plan to Monitor Fidelity of Implementation of G1.B1.S1

PD 360 Observations and Classroom Walk-throughs

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule

Monthly classroom walk-throughs and staff evaluations during the 2013-2014 school year

Evidence of Completion

PD 360 reports; evaluations of faculty members

Plan to Monitor Effectiveness of G1.B1.S1

Lesson plans will be collected and reviewed on a monthly basis for evidence of cooperative learning structures, feedback will be provided to teachers to ensure cooperative learning structures are being implemented in the classroom, and PD 360 reports will provide teachers with feedback from classroom observations on student engagement; Reading, Math, Science, and Writing coaches are available for coaching sessions on student/classroom engagement ideas and implementation strategies.

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson plans; PD 360 reports; staff evaluations

G2. Writing across the curriculum in all content areas.

G2.B1 Lack of teacher training on writing strategies

G2.B1.S1 Providing Being A Writer training for teachers and adding Being A Writer curriculum to the 120 Minute Literacy Block

Action Step 1

Focusing on writing strategies from Being A Writer during teacher Professional Learning Communities

Person or Persons Responsible

Pam Jordan and Megan Randolph

Target Dates or Schedule

Monthly PLC Meetings

Evidence of Completion

Student artifacts, teacher collaboration

Facilitator:

TBD

Participants:

Pam Jordan and Heather Smyth

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Lesson plans, classroom walk-throughs, PD 360 Observations

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule

Monthly classroom walk-throughs and staff evaluations during the 2013-2014 school year.

Evidence of Completion

PD 360 reports, evaluations of faculty members

Plan to Monitor Effectiveness of G2.B1.S1

Lesson plans will be collected and reviewed on a monthly basis for evidence of writing opportunities, feedback will be provided to teachers to ensure writing is being implemented in the classroom, and PD 360 reports will provide teachers with feedback from classroom observations on writing used in the classroom; Reading, Math, Science, and Writing coaches are available for coaching sessions on writing ideas and implementation strategies.

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson plans, PD 360 reports, staff evaluations, FCAT 2.0 Writing, Benchmark Assessments, Teacher created Assessments

G2.B1.S2 Modeling of writing provided to teachers through coaching sessions

Action Step 1

Modeling of writing through coaching sessions

Person or Persons Responsible

Megan Randolph and Pam Jordan

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Student artifacts and feedback from coach/teacher collaborations

Plan to Monitor Fidelity of Implementation of G2.B1.S2

PD 360 Observations and Classroom Walk-throughs

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule

Monthly classroom walk-throughs and staff evaluations during the 2013 - 2014 school year.

Evidence of Completion

PD 360 reports, evaluations of faculty members, FCAT reports

Plan to Monitor Effectiveness of G2.B1.S2

Lesson plans will be collected and reviewed on a monthly basis for evidence of cooperative learning structures, feedback will be provided to teachers to ensure cooperative learning structures are being implemented in the classroom, and PD 360 reports will provide teachers with feedback from classroom observations on student engagement; Reading, Math, Science, and Writing coaches are available for coaching sessions on writing ideas and implementation strategies.

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson plans, PD 360 reports, staff evaluations, FCAT reports

G2.B2 Not enough writing in all content areas

G2.B2.S1 Increase class time writing in all content areas

Action Step 1

Use of writing as a tool for learning

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Student artifacts, classroom writing scores and FCAT writing scores

Plan to Monitor Fidelity of Implementation of G2.B2.S1

PD 360 Observations and Classroom Walk-throughs

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule

Monthly classroom walk-throughs and staff evaluations during the 2013-2014 school year.

Evidence of Completion

PD 360 reports; evaluations of faculty members

Plan to Monitor Effectiveness of G2.B2.S1

Lesson plans will be collected and reviewed on a monthly basis for evidence of writing in all content areas, feedback will be provided to teachers to ensure writing is being implemented in the classroom, and PD 360 reports will provide teachers with feedback from classroom observations on writing used in the classroom; Reading, Math, Science, and Writing coaches are available for coaching sessions on writing ideas and implementation strategies.

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson plans, PD 360 reports, staff evaluations

G3. Strengthen and Enrich Professional Development

G3.B1 Lack of productive communication

G3.B1.S1 Establish a set of norms for Professional Learning Communities

Action Step 1

Create norms with PLC members

Person or Persons Responsible

PLC Leaders

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

PLC Meeting notes/minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Participation of Administration in PLCs

Person or Persons Responsible

Linda Pratt and Marcia Mainer

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Video logs, meeting minutes/notes and attendance sign in sheets

Plan to Monitor Effectiveness of G3.B1.S1

Meeting notes/minutes of collaboration/feedback and video logs

Person or Persons Responsible

All members of the PLCs

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Meeting notes/minutes of collaboration/feedback and video logs

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1, Part A -

GPE offers intensive academic classes and in-school tutoring to all students who are performing below grade level. Services outside of the regular school day are provided to ensure students requiring additional remediation are assisted through before and after school CAI, Saturday School, and Summer School.

Title 1, Part C- Migrant

A county level Migrant liaison provides services and supports and students and parents. The liaison coordinates with Title I and other programs to ensure that student needs are met.

Title 1, Part D

District receives funds to support the Educational Alternative Outreach Programs. Services are coordinated with district DOP programs.

Title III -

District receives supplemental funds for improving basic education programs through the purchase of small equipment and new technology in classrooms (Success Maker Lab, Multiple Enhanced Classroom Settings, and two Mobile Laptop Labs)

Title X- Homeless-

District Homeless Social Workers provide resources (clothing, school supplies, social service referrals, and housing) for students identified as homeless under the McKinney-Vento V Act

Violence Prevention Programs

GPE provides non-violence and anti-drug programs, field trips, parent education, counseling, and social service referrals. CHAMPS foundations is also being utilized school-wide to train staff in fostering a safe and civil school climate. GAB (Gators Against Bullying) program to help prevent bullies in the school setting.

Nutritional Programs

GPE offers free summer breakfast and lunch for all Clay County residents and 18 and under. In addition, 71% of our student population is served breakfast and lunch at a free or reduced rate.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student Engagement; increase student engagement in all content areas.

G1.B1 Lack of knowledge on cooperative learning structures

G1.B1.S1 Provide training on how to implement cooperative learning structures

PD Opportunity 1

Comprehension Tool Kit Training

Facilitator

Dr. Emily Weiskopf and Megan Randolph

Participants

15 GPE Teachers: Karla Berridge, Reginald Booker, Easter Brown, Pebbles Capes, Debra-Ann Cooper, June Geisler, Jennifer Godwin, Kelly Kenny, Aimee Megill, Cindy Merrillees, Andrea Ortega, Opal Phelps, Kelly Placilla, Megan Randolph and Tammy White.

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Classroom walk-throughs PD 360 Observations Lesson plans

PD Opportunity 2

Kagan Structures for Cooperative Learning

Facilitator

TBD

Participants

10 teachers per school

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Classroom walk-throughs PD 360 Observations

G2. Writing across the curriculum in all content areas.

G2.B1 Lack of teacher training on writing strategies

G2.B1.S1 Providing Being A Writer training for teachers and adding Being A Writer curriculum to the 120 Minute Literacy Block

PD Opportunity 1

Focusing on writing strategies from Being A Writer during teacher Professional Learning Communities

Facilitator

TBD

Participants

Pam Jordan and Heather Smyth

Target Dates or Schedule

Monthly PLC Meetings

Evidence of Completion

Student artifacts, teacher collaboration

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Student Engagement; increase student engagement in all content areas.	\$2,448
Total		\$2,448

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
SIP Funds	\$2,448	\$2,448
Total	\$2,448	\$2,448

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Student Engagement; increase student engagement in all content areas.

G1.B1 Lack of knowledge on cooperative learning structures

G1.B1.S1 Provide training on how to implement cooperative learning structures

Action Step 1

Comprehension Tool Kit Training

Resource Type

Evidence-Based Materials

Resource

The Comprehension Tool Kit is a supplementary program to increase student engagement and literary skills.

Funding Source

SIP Funds

Amount Needed

\$2,448